A Bug’s Life

Utilize the motion picture *A Bug’s Life* to analyze characteristics of culture.

**9th Grade Applied World Cultures**

**Middle School Social Studies**

**Standards:**

* 7.3.9.A - Explain the human characteristics of places and regions by their population characteristics.
* 7.3.9.B - Explain the human characteristics of places and regions by their cultural characteristics.
* 7.3.9.C - Explain the human characteristics of places and regions by their settlement characteristics.
* 7.3.9.D - Explain the human characteristics of places and regions by their economic activities.
* 7.3.9.E - Explain the human characteristics of places and regions by their political activities.

**Learning Objectives:**

* Students will be able to analyze the elements of culture and characteristics of civilizations.
* Students will be able to analyze the affects of imperialism.

**At the Bell Activity (ATB):** (Question displayed on smart board for students to work on when they enter the classroom. Depending on the question students are allotted five to ten minutes to complete.)

* List one element of culture, and describe that element for your culture.

**Introduction:**

* Teacher will then review the ATB question by using the Smart Board to draw and utilize a spider web graphic organizer to demonstrate how an element of culture can be different for multiple cultures.

**Prior Knowledge:**

* Teacher will ask the students what knowledge about civilizations they have learned after studying Unit 1 and Unit 2.
* The teacher will chose students to share their answers and elaborate on them to further address the characteristic of civilizations named by the students.

**Present New Content:**

* Teacher uses Discovery Education video segments to demonstrate higher level connections to promote higher level thinking on concepts covered in Unit 1 and Unit 2.
* Teacher uses the motion picture *A Bug’s Life* to demonstrate the content studied in Unit 1 and Unit 2 such as; elements of

**Independent Learning Experience:**

* In groups, the students will discuss the motion picture *A Bug’s Life* and how it relates to the elements of culture and characteristics of civilizations by creating graphic organizers using Microsoft Word.
  + Using VoiceThread/Microsoft PowerPoint the below-level students create a slide show presentation covering a minimum of three elements of culture found in the movie *A Bug’s Life.* The slide show will include text, graphics, and audio.
  + Using Glogster the at-level students create an interactive poster/ covering a minimum of four elements of culture found in the movie *A Bug’s Life.*
  + Using Prezi the higher-level students with create an interactive presentation covering a minimum of five elements of culture found in the movie *A Bug’s Life*.

**Feedback:**

* Teacher provides a resource guide via Google Docs to supplement research for presentations.
* Teacher circulates around the room providing feedback to small groups.

**Assessment:**

* The VoiceThread/PowerPoint, Glog, and Prezi activities will be formally scored according to a rubric which has been distributed and discussed in advance.
* The group presentation is scored using a short rubric.
* Individually the students will complete a unit written assessment based on the concepts taught during throughout the unit in connection with the motion picture *A Bug’s Life*.
* At the completion of the unit the class will have a general discussion to find out what students found interesting, learned, or what they still are curious about.

**Transfer:**

* Discussion of what makes up “American” culture. Students will attempt to define elements of American Culture.
* If you were a leader of a civilization what three elements do you feel are most important and why?

Travel Project: China

Utilize the internet and Web 2.0 to plan a ten day trip to China followed with a classroom presentation.

**9th Grade Applied World Cultures**

**Middle School Social Studies**

**Standards:**

* 7.1.9.B – Explain and locate places and regions.
* 7.3.9.B – Explain the human characteristics of places and regions by their cultural characteristics.
* 7.3.9.C – Explain the human characteristics of and regions by their settlement characteristics.
* 8.4.9.B – Analyze historical documents, material artifacts, and historic sites important to world history before 1500.

**Learning Objectives:**

* Students will be able to plan a trip to China using internet resources.
* Student will be able to research important landmarks throughout China.
* Students will be able to study the geography of China.
* Students will be able to describe the economic system in China.

**At the Bell Activity (ATB):** (Question displayed on smart board for students to work on when they enter the classroom. Depending on the question students are allotted five to ten minutes to complete.)

* List three to five historical landmarks you would like to visit in China and why.

**Introduction:**

* Through the use of Google Earth the teacher will present a mini virtual field trip from Newark, New Jersey to Beijing, China to visit a few historical landmarks that one may want to visit if touring China. The teacher will stray from the planned sights by asking students where in China they would like to visit (review of ATB question) and briefly visit them via Google Earth.

**Prior Knowledge:**

* Making modern connections and visiting historical landmarks that were studied throughout our unit covering China.

**Present New Content:**

* Teacher uses Smart Board and internet to demonstrate how to search for flight tickets, hotel accommodations, how to use a currency converter and how to use tourist web sites found on a teacher created Google Doc to plan a trip to China.
* Teacher passes around real examples of a passport, flight tickets, and travel brochure while also showing student created examples of optional projects (brochures, flight tickets, language lesson) that go along with each phase of the travel project and to be used along with the final classroom presentation.

**Independent Learning Experience:**

* Students will utilize the internet to plan a ten day trip to China. Research aspects include passport fees, airfare, currency conversion, hotel accommodations, transportation, and tourist sites.
* Students will outline an itinerary detailing all aspects of a ten day visit to China.
* Using Microsoft Publisher students will have the options to create a China Travel Brochure, China Travel Guide, Yuan, flight tickets, United States Passport, travel emergency contact cards, or Polaroid’s of sites.
* Using audio software, Discovery Education segments, or presentation software students will demonstrate/show examples of Chinese language, music, or dance.

**Feedback:**

* Teacher circulates around the room providing feedback to individual students.
* Teacher holds one-on-one conferences to answer any questions, concerns, suggest ideas, and offer feedback.

**Assessment:**

* The completion of worksheets that correspond with four of the six phases of the travel project.
* The completion of optional projects/activities that go along with each phase of the travel project according to rubrics which have been distributed and discussed in advance.
* The completion of a Microsoft PowerPoint or Glog that will be utilized during the presentation according to rubrics which have been distributed and discussed in advance.
* A classroom presentation based on the student’s individual planned trip utilizing all phases of the travel project such as; optional assignments and PowerPoint/Glog.

**Transfer:**

* Discussion amongst students and teacher in regards to what this final thought on the travel project were. What did they think prior, during, and after the project?
* Students and teacher discuss what they have learned throughout this project and how they can apply these skills in the future. What is one skill that they were surprised to learn?